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*MECHANISMS AND INFLUENCING FACTORS OF TRANSFORMING
INDIVIDUAL SUSTAINABILITY KNOWLEDGE INTO ORGANISATIONAL
KNOWLEDGE*

Abstract

This study aims to explore the mechanisms and organisational conditions that facilitate the integration of sustainability knowledge acquired at the individual level into corporate knowledge management systems. The paper is based on a theoretical review that examines the interrelationships between sustainability, knowledge management, and individual-level factors. Drawing on the literature, it highlights the multidimensional, action-oriented, and often tacit nature of sustainability knowledge, and reviews knowledge management models that provide a conceptual framework for its organisational utilisation.

The analysis demonstrates that the integration of sustainability knowledge is a complex process that cannot be reduced to simple information transfer. Rather, its organisational embedding occurs through interactions, learning situations, and deliberately designed mechanisms. In this context, communication, trust, organisational culture, incentives, and tools that support knowledge sharing and formalisation play a critical role.

Based on the reviewed literature, the study concludes that the organisational application of sustainability knowledge depends on the organisation's ability to establish conditions that support knowledge sharing, formalisation, and practical utilisation. In the absence of such conditions, individual experiences are only partially embedded in organisational practices. The findings contribute to a deeper understanding of the relationship between sustainability and knowledge management and provide a foundation for future empirical research.

Keywords: sustainability knowledge; knowledge management; organisational knowledge integration

Introduction

The global environmental crisis is having an increasingly direct impact on the functioning of economic systems. The overexploitation of natural resources poses not only ecological challenges but also significant business and financial risks. A substantial proportion of the major risks expected to shape the next decade will likely be environmental in origin (World Economic Forum, 2026).

Sustainability has moved from the periphery of corporate operations to become a strategic priority. Organizations now view it both as a regulatory requirement and as a potential source of competitive advantage. Consequently, achieving sustainability goals

requires the effective management of relevant knowledge, particularly experiential knowledge embedded in employees' everyday practices.

The literature examining the relationship between knowledge management and sustainability has devoted considerable attention to the role of knowledge management systems, particularly their impact on organizational performance and their function in supporting sustainability goals (Martins et al., 2019). Research on the relationship between organizational learning and sustainability has likewise highlighted the importance of knowledge and learning processes in sustainability transitions (Feeney et al., 2023). However, the literature examines in less detail the processes through which individual-level sustainability knowledge becomes organizational knowledge and enduring organizational practice.

This study aims to explore the knowledge management and organizational learning processes through which individual-level sustainability knowledge can become organizational knowledge and enduring organizational practice. To this end, it critically compares relevant knowledge management models, reviews related theories of organizational learning, and systematizes the organizational conditions and mechanisms that support the integration of sustainability knowledge. Building on a synthesis of the theoretical and conceptual literature, the study develops an integrative interpretation that connects knowledge creation, knowledge sharing, organizational embedding, and practical application.

Sustainability

The concept of corporate sustainability has gradually evolved through economic and societal responses to environmental challenges. During the 1960s and 1970s, attention focused primarily on reducing the environmental impacts of corporate activities. The Brundtland Report broadened the conceptual framework of sustainability. It defined sustainable development as meeting present needs without compromising the ability of future generations to meet their own needs (Keeble, 1988).

From the 1990s onwards, the understanding of corporate sustainability continued to expand. This development is also reflected in the concept of the "triple bottom line," which emphasizes the joint evaluation of economic, social, and environmental performance (Elkington, 1998). The same period saw the emergence of demand for the standardization of sustainability reporting, for which the Global Reporting Initiative (GRI) provided an important framework (Hedberg & von Malmberg, 2003).

From the 2000s onwards, sustainability became a strategic concern, while environmental, social, and governance (ESG) considerations gradually became central elements of corporate governance, investor decision-making, and sustainability reporting. The global expansion of ESG requirements strengthened expectations regarding transparency, accountability, and the assessment of non-financial performance. The implementation of these expectations was increasingly supported by institutionalized reporting and assessment frameworks (Fagbemi et al., 2025; Matos, 2020).

As a result, corporate sustainability has shifted from an approach focused on mitigating environmental impacts towards an integrated, strategic perspective. Within this development, the human factor and organizational culture have assumed increasing importance, as the achievement of sustainability goals is fundamentally a knowledge- and people-centred process (Csehné Papp et al., 2021).

Sustainability Knowledge

Sustainability knowledge encompasses the knowledge, skills, and attitudes associated with sustainable practices and sustainable operations. It can exist at both individual and collective levels and relates to environmental, social, and economic dimensions. The literature conceptualizes it as a multidimensional and competence-based construct (Bianchi, 2020; Sanchez et al., 2025). This study adopts this interpretation.

Sustainability knowledge is action-oriented, as it contributes to problem-solving, decision-making, and the development of sustainable practices (Bianchi, 2020). In the workplace, it includes practical knowledge related to the responsible use of energy and other resources, waste management, socially responsible decision-making, and the development of sustainable work processes.

A substantial proportion of sustainability knowledge is experiential and closely connected to practical action. It therefore cannot be reduced solely to explicitly articulated factual knowledge (Kollmuss & Agyeman, 2002; Sanchez et al., 2025). Its tacit elements are highly context-dependent and difficult to formalize. This characteristic represents one of the most significant challenges to its organizational integration (Klingenberg & Rothberg, 2020; Nonaka & Takeuchi, 1995).

Organizations therefore face the challenge of making sustainability knowledge held by individuals, and often expressed informally, accessible and usable at the collective level. In this process, knowledge management systems can provide mechanisms that support knowledge sharing, formalization, and organizational embedding.

Foundations of Knowledge Management

According to Bencsik (2015), knowledge management is a managerial practice and perspective aimed at identifying, organizing, developing, sharing, and utilizing an organization's knowledge assets. Its purpose is to ensure that both existing and newly created knowledge contribute to the achievement of strategic objectives, the strengthening of innovation capacity, and improved organizational effectiveness.

According to Davenport and Prusak (1998), knowledge is one of the most important organizational resources and provides a basis for sustaining competitive advantage. A defining characteristic of knowledge is that it is not depleted through use; rather, it grows through sharing. The authors argue that knowledge assets increase through use: ideas generate further ideas, while shared knowledge remains with the provider and simultaneously enriches the recipient's knowledge (Davenport & Prusak, 1998). This characteristic distinguishes knowledge from traditional organizational resources and makes it a central element of value creation.

A fundamental issue in knowledge management concerns how organizations manage both readily codifiable knowledge and experiential knowledge that is more difficult to articulate. This distinction is particularly important in the case of sustainability knowledge, as a substantial proportion of it is closely linked to specific situations and practical experience (Nonaka & Takeuchi, 1995).

In this sense, knowledge management involves the development of organizational conditions, processes, and tools that support the acquisition, sharing, retention, and application of knowledge. This perspective provides an appropriate basis for examining the organizational processes through which sustainability knowledge can become subject to shared interpretation and applicable in practice.

The Relationship Between Individual and Organizational Knowledge

Understanding the organizational integration of sustainability knowledge requires a distinction between the individual and organizational levels of knowledge, as well as an examination of the transition between them.

Individual knowledge develops through learning situations, work experience, and social interactions. In addition to codified knowledge, it includes professional routines, practical experience, and interpretive frameworks. These knowledge elements are often closely tied to the individual and to a specific work context. Their organizational utilization therefore requires knowledge sharing, shared interpretation, and appropriate opportunities for application.

Organizational knowledge refers to knowledge that is collectively interpreted by members of the organization and applied in organizational operations. It may be manifested in shared meanings, decision criteria, procedures, routines, and documented practices. Individual experiences become organizational knowledge when they are made accessible to others, incorporated into shared interpretive frameworks, and begin to shape organizational decisions or operational practices. The knowledge created in this way can support strategic decision-making and the renewal of organizational practices (Crossan et al., 1999; Nonaka & Takeuchi, 1995).

In the case of sustainability knowledge, the organizational utilization of individual experience is particularly important because it can reveal problems, risks, and potential solutions that are less visible in formal systems. Tacit knowledge developed through work activities may, for example, contribute to identifying sources of environmental impact, managing unexpected situations, and developing preventive solutions (Boiral, 2002). The shared interpretation and organizational use of these experiences can enrich the knowledge base of decision-making and facilitate the integration of sustainability considerations into organizational operations.

Overview and Comparison of Knowledge Management Models

Knowledge management models describe from different perspectives how individual knowledge becomes part of organizational operations. They share the assumption that knowledge creation, flow, retention, and application constitute organizational processes.

However, they differ considerably in their conceptualization of knowledge and their analytical focus. Some approaches emphasize the social creation and sharing of knowledge, whereas others focus on its organizational structuring, strategic alignment, or practical utilization. These differences allow the models to illuminate distinct components of sustainability knowledge integration.

Davenport and Prusak (1998) describe knowledge as a combination of experience, interpretation, values, and expertise. Its organizational utilization is shaped by personal relationships, communication, and a culture that supports knowledge sharing. Sustainability-related experiences may become part of organizational knowledge flows through direct exchanges of experience, internal communication, or formalized documentation. The effectiveness of this process is also influenced by trust, openness, and incentive systems (Bencsik & Juhász, 2018; Davenport & Prusak, 1998).

Nonaka and Takeuchi's (1995) SECI model focuses on the conversion between tacit and explicit knowledge. The interrelated processes of socialization, externalization, combination, and internalization create a knowledge spiral that connects the individual, group, and organizational levels. The model contributes to understanding the experiential and context-dependent nature of sustainability knowledge by demonstrating how insights developed through work activities can become shareable, documentable, and applicable on a broader scale (Easa & Fincham, 2012). One limitation of the model is that some forms of tacit knowledge can be verbalized and formalized only partially (Gourlay, 2006). Davenport and Prusak primarily highlight the organizational conditions of knowledge sharing, whereas the SECI model explains conversions between different forms of knowledge. Together, the two approaches help explain how individual experiences can become knowledge shared at the organizational level.

Bukowitz and Williams (1999) conceptualize knowledge management as a cyclical process. Their model encompasses knowledge acquisition and use, learning, contribution to the organizational knowledge base, assessment, building and sustaining, and divestment. Employee contributions may be supported by internal forums, professional workshops, and digital knowledge-sharing platforms. Information technology solutions can improve the accessibility and organizational sharing of knowledge (Rusilowati et al., 2023). The model also regards the deliberate divestment of obsolete knowledge or knowledge that has lost its strategic value as an integral part of knowledge management. This is relevant during sustainability transitions, as the introduction of new practices and perspectives often involves revising established routines, procedures, and decision principles.

Probst et al. (2006) conceptualize knowledge management as a system of interrelated processes. Their model connects the definition of knowledge goals with knowledge identification, acquisition, development, sharing, retention, utilization, and measurement. Knowledge identification includes mapping available knowledge sources and interpreting their organizational significance. Bukowitz and Williams emphasize employee contribution and the renewal of the organizational knowledge base, whereas Probst and colleagues provide an integrated framework for connecting knowledge goals, knowledge processes, and measurement.

In Zack's (1999) approach, knowledge forms the basis of organizational capabilities and competitive advantage. A central element of the model is identifying the gap between existing knowledge and the knowledge required to achieve strategic objectives. In the context of sustainability, this enables an examination of whether the organization possesses the knowledge, experience, and competencies required to achieve its goals. The identified knowledge gaps can guide internal development and the acquisition of external knowledge.

Wiig (1997) focuses on the creation, structuring, retention, and application of knowledge. In this approach, the value of knowledge depends on how well it is organized, how accessible it is, and how effectively it can be used in practice. The model helps demonstrate that documented knowledge becomes an organizational resource only when it is retrievable and can be effectively applied in decision-making situations. Zack supports the strategic identification of required knowledge, whereas Wiig facilitates an examination of the forms in which this knowledge is available and the extent to which it can be applied in organizational operations.

The limitations of these models arise from their respective theoretical focuses. The knowledge conversion approach can only partially capture knowledge that is difficult to articulate (Gourlay, 2006). Process- and system-oriented models assume relatively orderly and consciously manageable knowledge processes, whereas organizational knowledge flows are often informal, fragmented, and shaped by divergent interests. Strategic approaches interpret the significance of knowledge primarily in relation to organizational goals and performance. Consequently, they capture the social, ethical, and stakeholder-related dimensions of sustainability less comprehensively.

Sustainability knowledge includes scientific, professional, experiential, and value-based elements. Its creation and application are often associated with knowledge flows that cross organizational, professional, and institutional boundaries. Its integration requires shared interpretation, translation across different professional perspectives, and the adaptation of knowledge to local conditions (Carlile, 2004). The applicability of sustainability knowledge obtained from external sources is shaped by its relevance, credibility, and perceived legitimacy among stakeholders (Cash et al., 2003).

In the interpretation adopted in this study, the organizational integration of individual sustainability knowledge is a multilevel, feedback-driven process. It encompasses knowledge creation, sharing, and shared interpretation, as well as making knowledge accessible, retaining it, aligning it with strategy, measuring it, and applying it in practice. Experiences gained through application feed back into organizational knowledge, operational practices, and the interpretation of sustainability goals. The models discussed capture different components of this process and can therefore be used as complementary analytical frameworks. Their combined application demonstrates how individual experiences can become knowledge that has a lasting influence on organizational operations and the achievement of sustainability goals.

The Role of Organizational Learning in the Integration of Sustainability Knowledge

Knowledge management and organizational learning are closely related approaches, although they differ in their analytical emphases. Knowledge management focuses on processes that support the creation, sharing, retention, and utilization of knowledge. Organizational learning examines how individual and collective experiences shape organizational interpretations, decisions, and operational practices (Argyris & Schön, 1978; Crossan et al., 1999). The integration of individual sustainability knowledge can therefore be understood as a process in which knowledge creation, sharing, and utilization are closely connected to changes in organizational operations.

Argyris and Schön (1978) distinguish between forms of organizational learning that differ in depth. In single-loop learning, organizations correct errors while maintaining their existing objectives and operational frameworks. Double-loop learning also involves revising the underlying assumptions, norms, and values that shape organizational operations. Achieving sustainability goals may require both forms of learning. Reductions in energy use or waste generation can often be achieved by adjusting existing operations. Transforming organizational priorities, decision criteria, and structures of responsibility, however, requires a deeper learning process.

Crossan et al.'s (1999) 4I model provides a detailed account of how individual insights are utilized at the organizational level. The model connects the interrelated processes of intuiting, interpreting, integrating, and institutionalizing. Through interpretation, individual experiences become accessible to others. Integration can lead to the development of shared meanings and coordinated action. Through institutionalization, learning can become embedded in rules, procedures, decision criteria, and organizational routines.

The 4I model incorporates both feed-forward and feedback learning processes. Individual insights can progress to the group and organizational levels, while institutionalized practices influence how organizational members interpret subsequent experiences (Crossan et al., 1999). From this perspective, the integration of sustainability knowledge is a feedback-driven process. Employee insights can shape organizational practices, while established routines influence the recognition, acceptance, and application of new knowledge.

Among the elements of Senge's (1990) concept of the learning organization, systems thinking, shared vision, and team learning are particularly relevant to the integration of sustainability knowledge. Systems thinking facilitates the recognition of relationships among environmental, social, and economic impacts. A shared vision enables sustainability to emerge as a collectively understood organizational objective. Team learning supports the sharing and coordination of diverse professional experiences. These capabilities can facilitate the wider dissemination of sustainability knowledge and its incorporation into organizational decisions and practices.

The organizational learning perspective complements knowledge management models by linking the organizational integration of knowledge to enduring changes in organizational operations. Knowledge sharing, documentation, and accessibility create

the conditions for utilization. Organizational learning becomes observable when individual insights lead to changes in shared interpretations, decision criteria, and organizational routines. On this basis, the integration of sustainability knowledge can be described as a multilevel, feedback-driven process. Within this process, knowledge management explains the organizational handling of knowledge, while organizational learning explains its enduring effects on organizational operations.

Conditions for the Effective Organisational Integration of Sustainability Knowledge

The organizational integration of sustainability knowledge requires an organizational environment that deliberately supports the identification, sharing, development, retention, and application of relevant knowledge. Sustainability considerations must be aligned with organizational objectives, governance processes, and operational decisions. This creates the conditions for knowledge held at the individual level to become accessible and usable at the organizational level.

Vágner and Bencsik's (2022) knowledge sustainability model emphasizes the identification, development, sharing, and retention of organizational knowledge required over the long term. In addition to organizational memory, the model incorporates leadership, organizational culture, trust, and ethical considerations. The integration of sustainability knowledge is therefore shaped both by the tools available for managing knowledge and by the social and cultural conditions that support its sharing and application.

Formal systems alone do not ensure the organizational utilization of knowledge. Active employee participation is also required. Knowledge sharing and collaboration can be supported by leadership and incentive practices that recognize employee contributions, provide feedback on the organizational uptake of initiatives, and create opportunities for shared interpretation (Foss et al., 2015; Klimkina & Dorner, 2026). Participation may also be strengthened when employees perceive that their experiences genuinely influence organizational decisions and practices.

Sustainability knowledge becomes an enduring part of organizational operations when it is incorporated into decision criteria, procedures, performance evaluation, and resource allocation. In this sense, knowledge integration is a process of institutionalization: individual and collective insights become embedded in rules, routines, and organizational arrangements (Crossan et al., 1999). Sustainability goals can thus become considerations that shape everyday organizational operations.

Knowledge management systems can mediate between sustainability knowledge and organizational operations. Documentation, knowledge bases, training materials, indicators, and reports support the organization, accessibility, and retention of knowledge. Sustainability reports and indicators can also provide a shared reference point for interpreting and communicating performance (Hedberg & von Malmborg, 2003). These formal tools make a meaningful contribution to integration when they are connected to employee experience, decision-making processes, and organizational feedback.

On this basis, the effective integration of sustainability knowledge is jointly shaped by strategic alignment, leadership support, a culture that encourages knowledge sharing, employee participation, and organizational systems that support institutionalization. These conditions determine whether individual experiences remain isolated knowledge elements or become knowledge that has a lasting influence on organizational decisions and operational practices.

Sustainability-Related Attitudes

Sustainability-related attitudes are shaped by values, beliefs, environmental knowledge, and broader worldviews, and influence individuals' willingness to engage in sustainable action (Berze et al., 2022). In organizational settings, these attitudes may also affect the extent to which employees regard the sharing and practical application of their knowledge as meaningful and feasible.

The literature suggests that sustainability knowledge alone does not automatically lead to pro-environmental behaviour. This is illustrated by the attitude–behaviour gap, which refers to the discrepancy between knowledge, attitudes, and actual behaviour (Kollmuss & Agyeman, 2002).

Sustainable behaviour is shaped by both internal factors and external conditions. Internal factors include values, motivations, and emotions, while external conditions include social norms, institutional support, and economic incentives (Kollmuss & Agyeman, 2002). In organizational settings, these factors may also influence the practical application of sustainability knowledge.

Mechanisms for the Integration of Individual Sustainability Knowledge

The organizational utilization of individual sustainability knowledge is not an automatic process. Organizations require mechanisms that connect individual experience with collective learning, organizational memory, and everyday operations.

According to the literature, a substantial proportion of sustainability knowledge is tacit and context-dependent. Consequently, it becomes manifest at the organizational level through learning and interaction processes (Klingenberg & Rothberg, 2020; Nonaka & Takeuchi, 1995).

Knowledge management models suggest that the organizational embedding of individual knowledge depends on deliberately designed mechanisms (Bukowitz & Williams, 1999; Davenport & Prusak, 1998). Social learning processes are particularly important in the case of tacit knowledge. These include collaborative work, mentoring, and communities of practice. Such mechanisms create opportunities for the informal transfer and shared interpretation of experiential knowledge (Bashouri & Duncan, 2014; Nonaka & Takeuchi, 1995).

The formalization of individual experience is also of considerable importance. Sustainability-related good practices can be documented in internal procedures, guidelines, or training materials, thereby enabling personal experience to become part of organizational memory (Davenport & Prusak, 1998; Nonaka & Takeuchi, 1995).

Identifying and retaining the knowledge that the organization requires over the long term supports the continuity of organizational memory and the subsequent use of that knowledge (Vágner & Bencsik, 2022). Sustainability indicators and reports can provide shared reference points for interpreting and communicating performance (Hedberg & von Malmborg, 2003).

Digital platforms and information systems play an important role in organizing and retaining knowledge (Bukowitz & Williams, 1999; Wiig, 1997). They can be complemented by training programmes and organizational practices that encourage knowledge sharing and strengthen employees' active participation in the practical application of sustainability knowledge (Csehné Papp et al., 2021).

Some sustainability knowledge originates outside the organization. Absorptive capacity is therefore also a significant factor in its integration. It refers to an organization's ability to recognize, assimilate, and apply external knowledge within its own operations (Cohen & Levinthal, 1990). Absorptive capacity can enable knowledge obtained from external sources to contribute to an organization's sustainability performance (Forés & Fernández-Yáñez, 2023).

Knowledge sharing is also supported by organizational practices based on feedback and recognition. Such practices can increase the likelihood that experiences will be shared and contribute to the expansion of a shared knowledge base (Foss et al., 2015).

A recent empirical study emphasizes the importance of an organizational culture that supports knowledge sharing and of leadership support. Based on their study of international relations offices at European higher education institutions, Klimkina and Dorner (2026) found that the integration of knowledge management and organizational learning is strengthened by institutional leadership, an environment that supports collaboration, and an established learning culture.

The approaches discussed in this section suggest that the organizational integration of sustainability knowledge occurs through several interrelated mechanisms. Social learning, formalization, digital knowledge management, and the absorption of external knowledge can jointly create knowledge flows that inform both everyday practice and strategic decision-making (Davenport & Prusak, 1998; Nonaka & Takeuchi, 1995). The process becomes vulnerable when individual experiences are not given opportunities for practical application.

Table 1 summarizes the main areas, mechanisms, and organizational effects of sustainability knowledge integration.

Table 1. Key Areas, Mechanisms, and Organisational Effects of Sustainability Knowledge Integration.

Key areas of knowledge integration	Organisational mechanisms and tools	Organisational effects
Social and informal learning	Collaborative work, mentoring, communities of practice, internal workshops, and consultations (Bashouri & Duncan, 2014; Nonaka & Takeuchi, 1995)	Enables the informal transfer and shared interpretation of experiential (tacit) knowledge.
Formalisation and codification	Internal audits, procedures, guidelines, training materials, knowledge bases, sustainability indicators, and reports (Davenport & Prusak, 1998; Hedberg & von Malmberg, 2003)	Makes experience documentable and retrievable, while knowledge required over the long term can become embedded in organizational memory (Vágner & Bencsik, 2022).
Digital knowledge management	Data collection and information systems, and digital knowledge-sharing platforms (Bukowitz & Williams, 1999; Wiig, 1997)	Supports the organization, accessibility, flow, and long-term retention of information.
Absorption of external knowledge	Collaboration with experts, research projects, and industry networks (Cohen & Levinthal, 1990; Forés & Fernández-Yáñez, 2023)	Through absorptive capacity, the organization can recognize, assimilate, and integrate externally sourced knowledge into its internal structures.
Encouraging knowledge sharing	A trust-based organizational culture, recognition and feedback practices, goal-oriented incentives, and leadership-supported knowledge-sharing routines (Foss et al., 2015)	Strengthens employees' willingness to share knowledge, thereby increasing the likelihood that shared experiences will become embedded in collective practices.

Source: Authors' own construction

Drawing on the theoretical approaches presented above, the table systematizes the mechanisms that support the organizational embedding and practical utilization of individual sustainability knowledge.

Conclusions

Based on the literature reviewed and the theoretical models discussed, the organizational integration of sustainability knowledge is shaped both by the nature of the knowledge itself and by the organizational environment in which it emerges and is utilized. Sustainability-related knowledge is action-oriented, often experiential, and context-dependent. Its organizational embedding therefore cannot be adequately described as a simple process of information transfer. Integration involves interactions and learning situations that enable the shared interpretation of individual experiences and their utilization at the organizational level.

The theoretical frameworks of knowledge management provide insight into how individual knowledge can become an organizational resource. A common conclusion of the models is that this transformation requires deliberately designed mechanisms. Of particular importance are the organization of knowledge sharing, the quality of communication, the development of a trust-based organizational culture, and the establishment of relevant incentive systems and supporting tools.

The theoretical review suggests that individual sustainability knowledge can be utilized at the organizational level when organizations create opportunities for both knowledge sharing and practical application. In the absence of such conditions, valuable individual knowledge may remain isolated and make only a limited contribution to organizational learning and the achievement of sustainability goals.

From a theoretical perspective, the study concludes that the organizational implementation of sustainability is closely related to the processes of knowledge flow, knowledge utilization, and organizational learning. The organizational conditions that enable individual knowledge to be applied within the organization are equally important.

The theoretical contribution of this study lies in connecting knowledge management and organizational learning perspectives within a unified process. In this interpretation, integration extends from knowledge sharing and shared interpretation through institutionalization and practical application to feedback.

From a practical perspective, the study highlights that achieving sustainability goals requires the organizational integration of relevant knowledge alongside technological, regulatory, and financial conditions. Leaders are responsible for creating an environment that provides opportunities for employees to share their experiences, interpret them collectively, and utilize them within the organization. This process can be supported by knowledge-sharing forums, communities of practice, mentoring practices, targeted training, and incentives that recognize knowledge sharing.

Sustainability knowledge becomes durably embedded in organizational operations when it is incorporated into decision criteria, procedures, performance evaluation, and resource allocation. In addition to documenting knowledge, management should therefore monitor the outcomes of its practical application, the organizational uptake of employee initiatives, and the sustainability impacts of established practices. This can strengthen organizational adaptability and innovation performance, while also improving long-term sustainability performance.

Further empirical research is needed across different organizational contexts. Such research could contribute to identifying the mechanisms and practices that strengthen the organizational integration of sustainability knowledge. The main limitations of the study are its theoretical nature and the absence of empirical validation.

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